

COMMISSIONER'S EDUCATIONAL EQUITY COUNCIL (CEEC)
MINUTES
NOVEMBER 17, 2003
9:00 A.M. – 2 P.M.
STATE BOARD ROOM

Attending:

Roy Adkins, Aukram Burton, Dr. Roger Cleveland, Carla Garr, Gregory Figgs, Johnnie Grissom, Laura McCullough-Santana, Wilton McMillan, Adam Ruiz, Josh Santana, Dr. Merrylyn Smith, Reverend Thomas A. Simmons, Cathy Thrasher, Jill Vaught, Sherry Weatherspoon, and Commissioner Gene Wilhoit,

Local Activities (Gene Wilhoit)

- Commissioner Wilhoit applauded the Kentucky Schools for the Deaf and Blind for their improvements in student achievement.
- A concern was raised with Kentucky being the 6th fastest growing immigrant population of non-English speaking students in the U.S. **Commissioner Wilhoit asked that the increase in Kentucky's immigrant population, with regard to Kentucky reaching its goals, be addressed as a special agenda item at a future CEEC meeting.**
- Wilton McMillan reported that the Department of Education entered into a contract with the American Institute for Research Studies in California to do a study of KSD, KSB, and other local schools throughout the Commonwealth with regard to the deaf and hard of hearing and the blind and visually impaired children. With the majority of these students being in multiple Kentucky school districts, the Commonwealth is faced with the challenge of figuring out how to reach and serve ALL these students. A report that included 12 recommendations for early identification, early intervention, providing services closer to home, expanding outreach, etc. was presented to the Kentucky Board of Education (KBE) in June 2002. The KBE established an oversight team of 4 individuals that included Wilton McMillan and stakeholder groups throughout the state. Reports from all of these groups will be shared with the KBE in February and a rollout plan will be put into place.
- Once again, Roy Adkins voiced concern with licensing for educational interpreters. **Commissioner Wilhoit indicated that he had sent Mr. Adkins' concern over to the Education Professional Standards Board to be addressed, and he will follow up on why nothing has been done.**
- The Reverend Thomas A. Simmons voiced concern regarding minority educator recruitment for southeastern Kentucky. Is there an incentive to keep students in that area (two years of free college in exchange for four years of teaching in that area)? **Commissioner Wilhoit would like to pursue this conversation with the Kentucky Higher Education Assistance Authority.**

Analysis of NCLB Adequate Yearly Progress (AYP) Data of Sub-Population Groups (Rhonda Sims)

- Rhonda Sims with the Office of Education Accountability presented a PowerPoint presentation to provide the CEEC members with a sense of the AYP, what it means in terms of the goals Kentucky is marching to both in terms of state and federal laws, and where Kentucky is right now. During the 2000 Legislative Session, Kentucky passed SB 168 mandating that every council set improvement goals for schools looking at subpopulations and disaggregating the data. The federal No Child Left Behind Act mandates that states disaggregate their information by subpopulation and set achievement goals for each subpopulation. Therefore, schools that made progress under Kentucky's testing system may not make the AYP under the federal system. Under the new federal law, schools are accountable for any student that has been in their school for a full academic year. **At its December meeting, the KBE will engage in a discussion to define a "full**

academic year.” Aukram Burton voiced support for Kentucky’s current assessment system and reported that Jefferson County is contemplating purchasing software that would assist with quick assessments for open responses.

- The Commissioner solicited issues from the CEEC members on what they thought needed to be addressed with regard to NCLB. The list of issues included:
 - ✓ Reporting out of deaf and hard of hearing children in the area of limited English proficiency. **More discussion is needed on this topic.**
 - ✓ Special education teachers lack content knowledge. **The Office of Education for Exceptional Children is offering content-focused programs and workshops to teachers.**
 - ✓ NCLB appears to be more process oriented rather than dealing with the actual teaching and learning environment. Teachers need specific training in what they are asked to do (i.e., educational profile per child, assess, monitor, etc.). Districts need to move more into the helping mode.
 - ✓ Culture and climate issues must be addressed first. Standard 4 of the SI/SI document is the most important. Teachers need to understand child development and culture. They need to teach to the different learning styles of children. **Commissioner Wilhoit recommended the development of a companion piece to the SI/SI document that would be given to the community/general public in addition to educators. This piece would outline issues that parents and others could use when talking with the teachers.**
 - ✓ KDE was also encouraged to get the word out that unlike NCLB, Kentucky’s system values all content areas and not just reading and math.
 - ✓ Other suggestions included models of team teaching and a stronger focus on student behavior.
- Dr. Cleveland reported that Kentucky’s Minority Student Achievement Partnership, consisting of 7 districts, is working to close the achievement gaps. Practices of these seven districts are being shared throughout the state. The KDE is close to having a live Web site up and running. **As soon as the link becomes available, Regina Mingua will provide it to the CEEC members.** <http://www.kentuckyschools.net/KDE/Instructional+Resources/Closing+the+Gap/default.htm>. The work of this partnership concludes that children in special education are not getting access to a rigorous curriculum, and special education students are being over identified. The Partnership in collaboration with the Office of Exceptional Children Services is looking into these issues. **The Partnership is working with schools and districts on how to identify special needs children and wrapping that around the use of culturally responsive instruction and curriculum to engage students in the classroom.** They are also finding that schools and districts that are successful in closing the achievement gap have a strong relationship with the community. The KDE achievement gap coordinators have been talking with people in Kentucky’s communities regarding NCLB. Contact information for the achievement gap coordinators will soon be found on the Web. As soon as this Web site goes live, Regina Mingua will provide you with the link.
- **An NCLB update will be on the next CEEC agenda and Commissioner Wilhoit asked CEEC members to be thinking about these issues and other issues in order to determine where Kentucky is, what new issues have surfaced from their prospective, how Kentucky can continue doing the right things for children in the context of the new federal legislation, and what actions can be taken as a state.**
- Additional questions and concerns regarding this presentation should be directed to Rhonda Sims at rsims@kde.state.ky.us or (502)564-4394.

Minority Educator Recruitment and Retention Report (Barbara Slatter & Darryl Thompson)

- Barbara Slatter and Darryl Thompson in the Division of Educator Recruitment and Retention spoke to the issue of Kentucky maintaining a more diverse workforce than it has now. The Division of Educator Recruitment and Retention addresses this issue through:
 - ✓ The early identification of educators through such programs as the Future Educators of America (FEA) Club and providing support and nurturing to the sponsors and teachers.
 - ✓ The establishment of the dual credit initiative/articulation agreement with four major universities (Eastern, Morehead, Murray, and Western).
 - ✓ Scholarships for students who want to go into teaching.
 - ✓ Conveying information to students through career fairs and school counselors.
 - ✓ The Administrative Leadership Institute by working with persons who desire to become superintendents, principals, and administrators.
 - ✓ The Minority Superintendent Internship Program that has placed people in Oldham, Shelby, and Daviess Counties for one year.
 - ✓ The Kentucky Education Placement Service (KEPS) international system placing people in the critical needs areas.
- Mr. Thompson provided information on the MERR data collection for the Minority Educator Recruitment and Retention Annual Report. Barriers have been removed from the KEPS system that superintendents use for being in non-compliance in submitting the report. All information needed for hiring an individual can be found in the KEPS system. The KDE can provide the names of qualified applicants to the SBDM Council members upon request. The CEEC offered the following recommendations/comments:
 - ✓ SBDM hiring policies should align with hiring practices. SBDM Council members should have access to the KEPS system in order to download applications. **Commissioner Wilhoit recommended a conversation take place between districts and the Kentucky Association of School Councils (KASC) on how to make the KEPS information more accessible.**
 - ✓ **Commissioner Wilhoit recommended setting up a statewide application process where every district in the state could go to one location, download “x” number of people broken down by ethnicity.**
- A conversation took place on what Kentucky could do to draw teachers of color to the state. The Division of Minority Educator Recruitment and Retention is working with districts, superintendents, and other educators on what they can do. Communities need to embrace the existence of minorities. Teacher preparation programs can be instrumental in drawing teachers of color to Kentucky. **Commissioner Wilhoit recommended a conversation with university people about more diverse experiences for student teachers, so they have greater exposure to diverse student bodies.** Expected teachers of color can be placed in a setting that might expose them too. Students could be provided housing, food, and transportation by universities and even given bonuses for making a teaching commitment to teach in diverse areas. **Commissioner Wilhoit also recommended this as a twist for the differentiated compensation system.** Other suggestions were that more specific criteria should be placed on scholarships, and that ALL teachers must have a large diversity knowledge base.
- Should you have questions or require additional information, contact Barbara Slatter blatter@kde.state.ky.us or Darryl Thompson dthompso@kde.state.ky.us, Division of Educator Recruitment and Retention, 17th Floor-CPT, 500 Mero Street, Frankfort, KY 40601, (502)564-1479, (502)564-6952 Fax.

Kentucky Instructional Discipline – KIDS Project (Toyah Robey/Laura McCullough-Santana)

- Ms. Toyah Robey and Ms. Laura McCullough-Santana presented information on the Instructional Discipline Pilot Program formerly KIDS Project which is a different way to deal with student

discipline since behavior is a barrier to learning. Unless kids feel safe and feel like people care about them and are in an environment that is conducive to learn, they won't learn. When students are engaged, there is no misbehavior. If you want particular behaviors, you must teach students how to behave. Don't assume all students know how to behave. Also, this project is about changing adult behavior. This project is about culture, climate, and relationship building with students. Things the program outlines as needed for school success:

- ✓ Administrative support
 - ✓ Whole staff commitment
 - ✓ A collaborative learning community.
 - ✓ Change process
 - ✓ Constant analyzation
 - ✓ Sustained progress
 - ✓ Improved relationships
- One problem found is that there is not a statewide standard for aggression within school board policies. What is found to be standard are suspensions, expulsions, and office referral numbers across all schools. The subcategories identified by schools not in the data system are not comparable across schools. The subcategories reported by the Center for School Safety are consistent. Ms. Robey shared the evaluation piece of this program.
 - Students should be engaged at their level. Everyone should exercise respect for everyone. Look at the ratio to interaction process and look at alternatives to suspension. Dr. Smith commented that teachers need to be more data oriented and that data should be used in an effective manner so that methods and approaches can be shared. Teachers need help with managing their time, with how to teach to different groups, and with how to address mandates required. Ms. Robey indicated that all documents are being combined, and that the survey concludes that through this program teachers are better at data-based decision making, find increased instructional time, and their skills increased.

NEXT MEETING: APRIL 5, 2004